**Chapter 1 Abstract Lydia**

Chapter one of UBD/DI is about how Understanding by Design and [Differentiated Instruction](http://www.edutopia.org/discussion/18-teacher-tested-strategies-differentiated-instruction) are combined together to improve the atmosphere of the classroom. Understanding by Design helps teachers find a way to give students the tools and resources to understand and apply what is going on in class in a certain content area to their life and other classes around them. This is mainly through broad questions that make the students think. Also this is where teachers determine how to test their students’ abilities on the content. On the other hand, Differentiated Instruction is teachers use to overcome barriers that a student may have with learning the material. When these two are put together they allow for good content and excellent direction. The rest of the chapter shows examples of classrooms that may be using the differentiated instruction and understanding by design. The chapter also emphasizes the need for teaching students at their level of expertise, this means not just giving more work to the more advanced students and less work to the students who do not quite grasp the content. The chapter also informs the reader that when using differentiated teaching with understanding by design they must create a classroom environment that is not only fit for one student to learn and gain knowledge but to fit your classroom environment to every student.

**Chapter 1 Synthesis Lydia**

The class agrees that the main idea is that teachers need to consider their students’ needs. To do this teachers must create a positive relationship with the students and must be able to think of creative ways that will help their class as a whole be successful. The class also thought that being flexible with your curriculum and we must adapt our lesson plans to our class. In addition this will make more[flexible classrooms](http://tenntlc.utk.edu/studio-classrooms/). They thought that this was important for both differentiation and understanding by design because as a teacher you need to be able to balance both your content knowledge with the pace in which the whole class is comfortable with. Some of the class also thought it is important to understanding by design that you teach from the standards however you must not always showcase how much you know because you as a teacher are there to teach not just spout off facts that some of the students may not be able to remember. In other words a way to reach the needs is to not be overly specific while also teaching the content that you are required to teach.

Team One Reflection

**Abstract**

by Lydia  
UbD 6 and 7 as well as MI 5 and 6 are about incorporating the multiple intelligences into your teaching as well as having strategies for teaching in classrooms that have diversity throughout the skill levels. These chapters emphasize teaching in a variety of ways that will fit your students and make them feel [comfortable in your classroom](http://education.cu-portland.edu/blog/news/welcoming-classrooms-better-students/). One way that teachers can use differentiated instruction is through the multiple intelligence and have different strategies for each type of learner. Teachers have to be flexible in their classrooms about what they teach as well as uncover all of the content that is required for them to teach. UbD shows how the process of backward design is important by explaining that the essential questions are the ones that must be addressed and in the end pulling all of those ideas into the WHERETO framework. UbD 6 also gives [examples](https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/) of ways to use differentiation in the classroom one of the most effective ways to do this is to work with the group of struggling students while the others work on their own. It is all about having the students look for meaning and understand what they are using their work for in a real life setting. Overall these four chapters describe how to get students to reach their goal while also being able to be a flexible teacher in the process.

**Synthesis**

By: Sara  
One common theme that was present throughout the responses is that teachers should be able to help students understand why. Why they are learning the material that they are and how it relates to the real world. Part of this is done by the teacher to [uncovering material rather than simply covering it](http://connectedprincipals.com/archives/1206). The teacher should be able to give a deeper meaning to the content and really engage the students in the purpose of the material. By giving the content meaning students will be more interested and want to learn about the topic. By relating the material back to real world applications students are more likely to be interested and want to learn the material, thus uncovering more rather than just covering the basics.  
  
Another common theme that came from the responses was that in order for students to be able to uncover the material they must learn the material in a way that makes sense for them. This is where the multiple intelligences and universal design comes in. Teachers should be able to explain the material to [all types of students](http://ww2.kqed.org/mindshift/2014/03/19/strategies-to-reach-every-student-regardless-of-language-barrier/). They should take into account the intelligences and be willing to be flexible with their plans. If one way of teaching does not help a student the teacher needs to find a different way to reach that student. This also means using different teaching strategies to help students along the way reach the end goal of uncovering the material. WHERETO is an acronym that can be used to help teachers differentiate lesson plans when they are creating them. This helps teachers ensure that they will be able to reach all students and help them better understand the material. Teachers should keep the intelligences and universal design with their lesson, and also that they will need to be flexible to help all students uncover the material and truly understand it.  
Hyperlinks by: Cheyenne